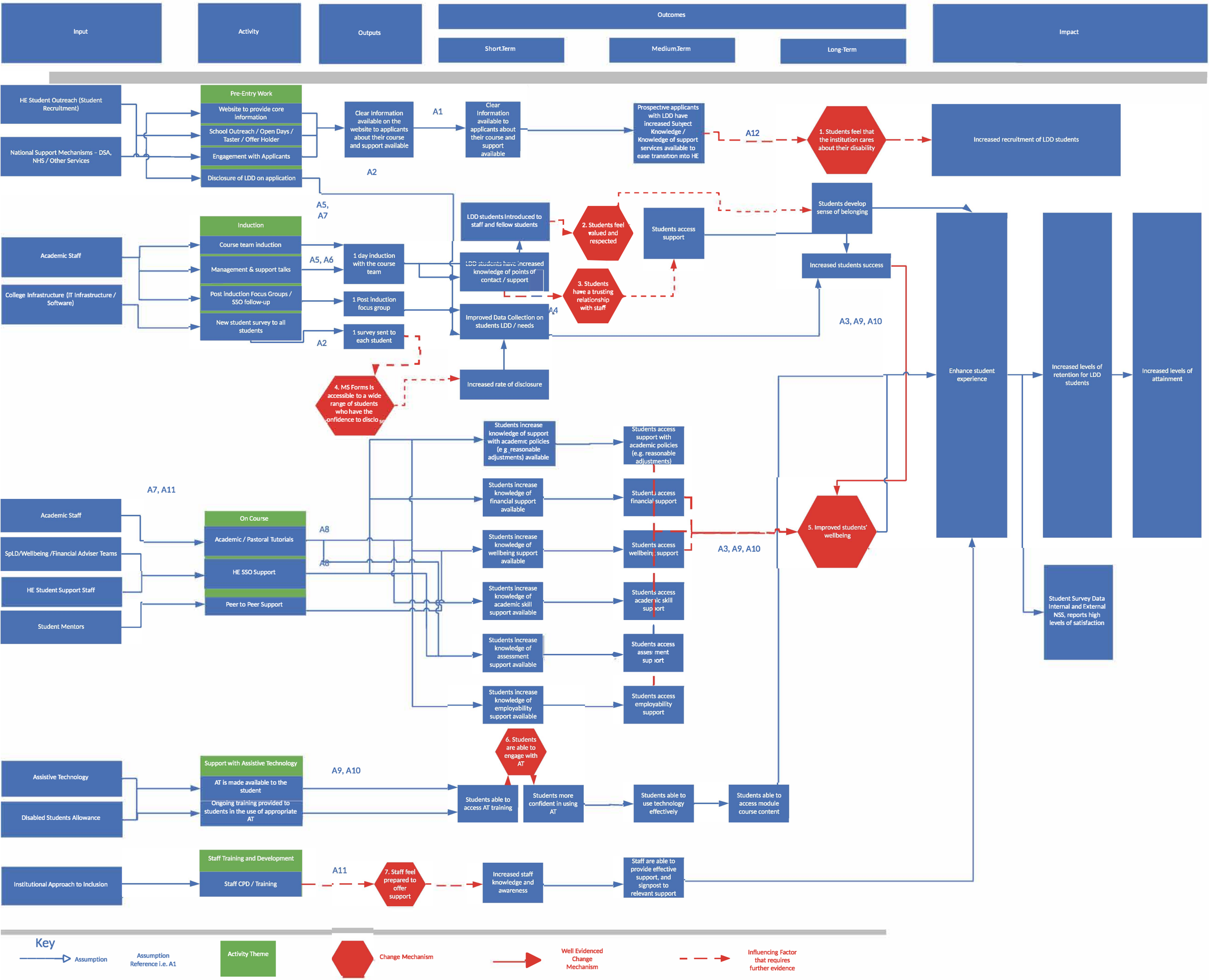
Input
Activity
Outputs
Outcomes
Short Term
Medium Term
Long-Term
Impact
HE Student Outreach (Student Recruitment)
National Support Mechanisms – DSA, NHS / Other Services
Pre-Entry Work
Website to provide core information
School Outreach / Open Days / Taster / Offer Holder
Engagement with Applicants
Disclosure of LDD on application
Clear Information available on the website to applicants about their course and support available
A1
Clear Information available to applicants about their course and support available
Prospective applicants with LDD have increased Subject Knowledge / Knowledge of support services available to ease transition into HE
A12
1. Students feel that the institution cares about their disability
Increased recruitment of LDD students
A2
A5, A7
Academic Staff
College Infrastructure (IT Infrastructure / Software)
Induction
Course team induction
Management & support talks
Post induction Focus Groups / SSO follow-up
New student survey to all students
A5, A6
1 day induction with the course team
1 Post induction focus group
1 survey sent to each student
A2
LDD students Introduced to staff and fellow students
LDD students have increased knowledge of points of contact / support
Improved Data Collection on students LDD / needs
A4
2. Students feel valued and respected
3. Students have a trusting relationship with staff
Students access support
Students develop sense of belonging
Increased students success
A3, A9, A10
Increased rate of disclosure
4. MS Forms is accessible to a wide range of students who have the confidence to disclo
Enhance student experience
Increased levels of retention for LDD students
Increased levels of attainment
Student Survey Data Internal and External NSS, reports high levels of satisfaction
A7, A11
Academic Staff
SpLD/Wellbeing /Financial Adviser Teams
HE Student Support Staff
Student Mentors
On Course
Academic / Pastoral Tutorials
HE SSO Support
Peer to Peer Support
A8
A8
Students increase knowledge of support with academic policies (e.g. reasonable adjustments) available
Students access support with academic policies (e.g. reasonable adjustments)
Students increase knowledge of financial support available
Students access financial support
Students increase knowledge of wellbeing support available
Students access wellbeing support
Students increase knowledge of academic skill support available
Students access academic skill support
Students increase knowledge of assessment support available
Students access assessment support
Students increase knowledge of employability support available
Students access employability support
A3, A9, A10
5. Improved students' wellbeing
Assistive Technology
Disabled Students Allowance
Support with Assistive Technology
AT is made available to the student
Ongoing training provided to students in the use of appropriate AT
A9, A10
6. Students are able to engage with AT
Students able to access AT training
Students more confident in using AT
Students able to use technology effectively
Students able to access module course content
Institutional Approach to Inclusion
Staff Training and Development
Staff CPD / Training
A11
7. Staff feel prepared to offer support
Increased staff knowledge and awareness
Staff are able to provide effective support, and signpost to relevant support
Key
Assumption
Assumption Reference i.e. A1
Activity Theme
Change Mechanism
Well Evidenced Change Mechanism
Influencing Factor that requires further evidence